

DOCUMENT RESUME

ED 329 722

CE 057 197

TITLE GRADS. Home Economics Education.
INSTITUTION Norfolk Public Schools, Va.
SPONS AGENCY Virginia State Dept. of Education, Richmond. Div. of
Vocational and Adult Education.
PUB DATE Aug 89
NOTE 44p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For
Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; Competency Based Education; Employed
Parents; Employment Potential; *Home Economics; Job
Skills; Money Management; Mothers; Nutrition
Instruction; *Pregnant Students; Secondary Education;
*Self Concept; Time Management; Unwed Mothers; Work
Attitudes
IDENTIFIERS Norfolk City Schools VA

ABSTRACT

Teenage pregnancy is a nationwide problem that continues to increase in epidemic proportions. GRADS (Graduation, Reality, and Dual-Role Skills) offers a home economics program as well as employability training to adolescent mothers in Norfolk (Virginia) Public Schools. Additional support is given as the pregnant teens and teen mothers strive to balance the demands of school with pregnancy, parenthood, and employment. This program guide contains the following four tasks/competencies: (1) getting to know yourself; (2) careers in home economics; (3) successful work attitudes and behaviors; (4) nutrition; (5) time and money management; and (6) working parent. Each task includes two to nine performance objectives. For each performance objective, enabling objectives, activities, and resources are given. Number of days for teaching each task/objective is also provided. (NLA)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED329722

HOME ECONOMICS EDUCATION

GRADS

ADULT AND VOCATIONAL EDUCATION
NORFOLK PUBLIC SCHOOLS

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

H. L. Smith

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Believe - Achieve - Succeed!

TABLE OF CONTENTS

Introduction

Scope and Sequence

Tasks/Competencies

I. Getting to Know Yourself

1. Recognize basic human needs
2. Identify factors affecting personality development and self concept
3. Define and identify values and goals
4. Explore family functions and responsibilities
5. Identify possible sources of stress and conflict during pregnancy and early parenthood

II. Careers in Home Economics

1. Assess interests, aptitudes and skills
2. Exploring job possibilities
3. Locating job openings
4. Complete a job application
5. Preparing a resume
6. Writing business letters and references
7. Preparing for a job interview
8. Identify qualities for job success
9. Explore careers in home economics

III. Successful Work Attitudes and Behaviors

1. Employee and employer responsibilities
2. Management styles
3. Promotion, advancement and raises
4. Job attitudes and behavior

IV. Nutrition

1. Identify nutrients and their sources
2. Identify basic food groups
3. Identify health problems associated with poor eating habits.
4. Plan nutritionally balanced meals and snacks
5. Plan a weight-control diet

V. Time and Money Management

1. Evaluate the importance of using your time wisely and manage it well
2. Identify resources and estimate income
3. Identify pregnancy related expenditures and establish priorities
4. Analyze and anticipate total expenses
5. Prepare a budget
6. Identify ways to pay for purchases

VI. Working Parent

1. Identify and discuss possible areas of conflict for a working woman
2. Identify ways to properly manage both the home and work
3. Evaluate infant care services

INTRODUCTION

Teenage pregnancy is a nationwide problem that continues to increase in epidemic proportions. It is a problem that will in one way or another affect every home and every school.

To meet the needs of the young mother, a home economics program as well as employability training needs to be offered to these young women. Additional support will also be given as the pregnant teens and teen mothers strive to balance the demands of school with pregnancy, parenthood and employment. The program is also intended to better educate the teen parents. Opportunities for employment and school success will also be increased.

SCOPE AND SEQUENCE

I. Getting to Know Yourself.....	25 days
1. Recognize basic human needs.....	5 days
2. Identify factors affecting personality development and self concept.....	5 days
3. Define and identify values and goals	5 days
4. Explore family functions and responsibilities	5 days
5. Identify possible sources of stress and conflict during pregnancy and early parenthood	5 days
II. Careers In Home Economics.....	63 days
1. Assess interests, aptitudes and skills	7 days
2. Exploring job possibilities.....	7 days
3. Locating job openings.....	7 days
4. Complete a job application.....	7 days
5. Preparing a resume.....	7 days
6. Writing business letters and references.....	7 days
7. Preparing for a job interview.....	7 days
8. Identifying qualities for job success.....	7 days
9. Exploring home economics careers.....	7 days
III. Success Work Attitudes and Behavior.....	24 days
1. Employee and employer responsibilities.....	6 days
2. Management styles.....	6 days
3. Promotion, advancement, and raises.....	6 days
4. Job attitudes and behavior.....	6 days
IV. Nutrition.....	5 days
1. Identify nutrients and their sources.....	5 days
2. Identify basic food groups.....	5 days
3. Identify health problems associated with poor eating habits.....	5 days
4. Plan nutritionally balanced meals and snacks.	5 days
5. Plan a weight-control diet.....	5 days
V. Time and Money Management.....	30 days
1. Evaluate the importance of using your time... wisely and manage it well.....	5 days
2. Identify resources and estimate income.....	5 days
3. Identify pregnancy-related expenditures and.. establish priorities.....	5 days
4. Analyze and anticipate total expenses.....	5 days
5. Prepare a budget.....	5 days
6. Identify ways to pay for purchases.....	5 days

VI. Working Parent

1. Identify ways to properly manage both the home and work
2. Evaluate infant care services

TASK/COMPETENCY

Getting to Know Yourself

PERFORMANCE OBJECTIVE

List and describe Maslow's five basic human needs and give at least two examples of methods used to meet each need. Answers must be at least 90% correct as verified by the instructor.

ENABLING OBJECTIVES

Recognize basic human needs.

ACTIVITIES

1. Define vocabulary terms: needs, physiological, security, emotions, psychological, intellectual, esteem, actualization, values, goals social, spiritual, and hierarchy.
2. Have students make a list of the five basic needs common to all people and discuss.
3. Discuss the different ways people fulfill those needs.
4. Parents have the responsibility of providing or helping to provide those needs for their infants and toddlers. Identify and discuss ways that a parent helps meet these needs.
5. Identify and discuss ways infants and children help parents meet their basic needs.
6. Discuss differences among needs, values, and goals, and give examples of how needs, values, and goals interact and often conflict with one another during a person's teenage and young adult years.
7. Collect advertisements and describe how each advertisement appeals to basic human needs.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th ed., Encino, CA, Glencoe Publishing Co., 1986
Refer to pages 8-9 and 16-17

NOTES

TASK/COMPETENCY

Getting to Know Yourself

PERFORMANCE OBJECTIVE

Given resources on personality traits and development. Define and discuss key terms and concepts related to personality development and self-concept, in accordance with guidelines provided by the instructor.

ENABLING OBJECTIVES

Identify factors affecting personality development and self concept.

ACTIVITIES

1. Define vocabulary terms: personality, disposition, stereotypes, inherited characteristics, acquired characteristics, traits, behavior, extrovert, introvert, ambivert, emotions, interests, and attitudes.
2. Make a list of personality traits. Discuss how each trait can be desirable, undesirable, or both positive and negative, depending on the situation.
3. Identify characteristics of introverted, extroverted, and ambiverted personalities.
4. Discuss factors affecting personality development and self-concept, including environment, heredity, home influence, education, mass media, values, beliefs, attitudes, prejudice, emotions, human needs and others.
5. Discuss the roles parents can play in helping a child develop a positive self-concept and desirable personality traits.

ACTIVITIES

RESOURCES

TASK/COMPETENCY

Getting to Know Yourself

PERFORMANCE OBJECTIVE

Given resources and/or discussion on values and goals, list at least three present personal goals and identify two values which are a part of each of the listed goals. The long-range, medium-range, or short-range goals listed should be consistent with the values expressed.

ENABLING OBJECTIVES

Define and identify values and goals.

ACTIVITIES

1. Define vocabulary terms: moral values, material values, aesthetic values, long-range goals, short-range goals, and middle range goals.
2. Make a list of "things" you and others value, for example, money, friends, or a car. Rate each entry listed on a scale of 1 to 10, using 10 to indicate greatest value.
3. Give two or more examples of ways that values are acquired or developed.
4. Give two or more examples of ways that values are modified.
5. Make a list of short-range, medium range, and long-range personal goals.
6. Discuss ways short-range and long-range goals may conflict with one another.
7. Identify and discuss values that motivate people to become parents or not to become parents.
8. Discuss how becoming a prospective parent changes or does not change values and goals.

RESOURCES

NOTES

TASK/COMPETENCY

Getting to Know Yourself

PERFORMANCE OBJECTIVE

Given resources on family structures and parenthood, list four family functions which most families have in common and five legal responsibilities of all parents. Answers must be at least 90% correct as verified by the instructor.

ENABLING OBJECTIVE

Explore family functions and responsibilities.

ACTIVITIES

1. Define vocabulary terms: family, nuclear family, modified nuclear family, extended family, modified extended family, family structure, society, role, position, culture, family functions.
2. List and discuss "traditional" family functions. Include economic support, inherited social status, education, religious entertainment, and emotional support.
3. Discuss ways modern family functions have changed or have not changed.
4. Discuss why the family has endured as a recognized unit in every society.
5. Make a list of the types of activities involved in caring for children. Include loving, caring, nourishing, clothing, socializing, communicating, interacting, teaching, playing, protecting, guiding, disciplining, comforting, managing time and resources, fastening independence (letting go), sharing, and knowing where and when to get help. List and discuss specific positive and negative actions that can illustrate each type of activity.
6. Compare the positive and negative aspects of small, medium, and large families.
7. List legal responsibilities all parents have for their children. Responsibilities or children's rights.

RESOURCES

Cowan, Beverly, A Family is..., Peoria, IL, Bennett Publishing Company
Craig, Hazel Thompson, Thresholds to Adult Living, Peoria, IL, Bennett Publishing Co.

NOTES

TASK/COMPETENCY

Getting to Know Yourself

PERFORMANCE OBJECTIVE

Given a copy of stress-rating scale and other appropriate references, identify ten possible physical, social, or environmental sources of stress for another and father during pregnancy or after the baby is born. All information must be listed on compiled in accordance with instructor's directions.

ENABLING OBJECTIVES

Identify possible sources of stress and conflict during pregnancy and early parenthood.

ACTIVITIES

1. Define vocabulary terms: external stress, internal stress, physical stressors, social stressors, environmental stressors, and fight-or-flight reaction.
2. List three things you like best and three things you dislike most about your present situation.
3. Identify life events that require us to cope with and adjust to change.
4. Identify positive stress factors and negative stress factors.
5. Identify and discuss types of problems and conflicts experienced by teenage fathers.
6. Write and give an oral report on teenage pregnancy and parenthood after reading current books, magazine articles, or newspaper articles on the subject.

RESOURCES

Riker, Audrey Palm and Riker, Charles, Finding My Way, Peoria, IL, Charles A. Bennett Co., Inc.

NOTES

TASK/COMPETENCY

Careers in Home Economics

PERFORMANCE OBJECTIVE

Given inventories, questionnaires, or worksheets, identify and analyze personal job-related interests, aptitudes, and skills and make a list of possible suitable jobs. All questions should be answered, but there are no right or wrong answers.

ENABLING OBJECTIVES

Assess interests, aptitudes, and skills.

ACTIVITIES

1. Define vocabulary terms: inventory, interest, aptitude, skill, ability, strength, weakness, questionnaire, profile, analyze, talent, mental, social, physical, and attitudes.
2. Discuss differences between interests, skills, and aptitudes.
3. Inventory personal and job interests.
4. Identify and analyze personal, social, mental, and physical attitudes.
5. Discuss types and examples of marketable skills and interests. Make a career profile of personal skills and interests, and take an inventory of job qualifications.
6. Identify three or more suitable job possibilities.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd. edition, Mission Hills, CA, Glencoe Publishing Co., 1989
Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work, 4th ed., Encino, CA, Glencoe Publishing Co., 1986

NOTES

TASK/COMPETENCY

Careers in Home Economics

PERFORMANCE OBJECTIVE

Given occupational exploration information and information on personal interests, aptitudes, and skills, research a job possibility in a personally chosen occupational area. Report must include job responsibilities, hours, place of work, advancement possibilities, salary range, benefits, job location, working conditions, and future possibilities.

ENABLING OBJECTIVES

Exploring job possibilities.

ACTIVITIES

1. Define vocabulary terms: occupation, career, marketable skills, job market, salary, wage, fringe benefits, commission, tips, bonus, entry level, professional, job advancement, career ladder, on-the-job training (OJT), qualifications, duty, task, part-time, full-time, over-time, compensatory time, job search, and outlook.
2. Identify examine, investigate, or discuss possible resources for information about jobs and careers. Include public and school libraries, job placement offices, Dictionary of Occupational Titles, Occupational Outlook Handbook, GIS Computer Search, pamphlets and brochures, textbooks and others.
3. Discuss different ways to meet job educational requirements or to receive job training. Include GED (General Educational Diploma), OJT (on-the-job training), apprenticeship, government training--CETA, Job Corps, Neighborhood Youth Corps, Manpower, and others, community colleges, adult education, correspondence courses, independent study, and others.
4. Read magazine articles or interview young mothers to find out some of the advantages and disadvantages of being a working mother.
5. Match personal aptitudes and interests with job possibilities, using a computer-based information system such as GIS (Guidance Information System).

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co., 1989
Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co., 1986

NOTES

TASK/COMPETENCY

Careers in Home Economics

PERFORMANCE OBJECTIVE

Given newspapers, school job-placement resources, or access to public employment agencies, locate and report on three job vacancies. Report should include a job description, salary, hours, conditions, benefits, location, and required qualifications.

ENABLING OBJECTIVES

Locating job openings.

ACTIVITIES

1. Define vocabulary terms: classified ad, blind ad, employment want ad, resume, Civil Service, personnel office, job referral, and public employment agency.
2. Discuss various sources for finding a job. Include yellow pages, friends and relatives, employment agencies, newspapers, signs and others.
3. Demonstrate how to learn about jobs from want ads.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co., Inc. 1989
Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co., 1986

NOTES

TASK/COMPETENCY

Careers in Home Economics

PERFORMANCE OBJECTIVE

Given a job description, complete a job application. All items on instructor's checklist must be rated acceptable.

ENABLING OBJECTIVES

Complete a job application.

ACTIVITIES

1. Define vocabulary terms: surname, marital status, spouse, extracurricular activities, bonded, personal data, references, citizen, experience, salary, veteran, disability, limitations, position, referred and other related terms.
2. Examine sample job application forms. Discuss and demonstrate correct ways to fill out an application.
3. Discuss what questions are difficult to answer, common abbreviations and definitions.
4. Emphasize the importance of filling out every application truthfully and completely.
5. Distribute a personal data sheet and have students complete it. If any information is not known complete it at home. Emphasize that you should carry this around as a reference when filling out job applications.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S. Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co., 1989
Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Word, 4th edition, Encino, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Careers in Home Economics

PERFORMANCE OBJECTIVE

Given a job description and a company name, prepare your own resume. The resume must be rated acceptable according to the instructor's checklist.

ENABLING OBJECTIVES

Prepare a resume.

ACTIVITIES

1. Discuss the importance that resumes play in the hiring process and the different kinds of resumes that are used.
2. Review sample resumes and give information on writing effective resumes.
3. Develop a personal resume to have when needed.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co., 1989

Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Careers in Home Economics

PERFORMANCE OBJECTIVE

Given a job description and a company name, compose a business letter. All items on instructor's check-list must be rated acceptable.

ENABLING OBJECTIVES

Writing business letters and references.

ACTIVITIES

1. Identify and discuss guidelines for writing an effective letter of application.
2. Understand when it is appropriate to use business letters.
3. Discuss reasons to gain permission from persons whose names are used as a reference.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co.
Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Careers in Home Economics

PERFORMANCE OBJECTIVE

Given a job description and a simulated interview situation, interview for the job. All items on instructor's checklist must be rated acceptable.

ENABLING OBJECTIVES

Prepare for a job interview.

ACTIVITIES

1. Discuss "Do's and Don't" to follow before and during an employment interview.
2. Identify the kind of facts to learn about a company before applying for a job, the areas in which most companies have policies, sources for finding out about a company's customs and policies, and the types of benefits available.
3. Practice answering typical questions asked during an interview.
4. Discuss how and why follow-up letters are used after an interview. Identify and discuss standards for an effective follow-up letter.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co.
Kimbrell, Grady and Vineyard, Ben s., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Careers in Home Economics

PERFORMANCE OBJECTIVE

Given information on grooming, business etiquette, job success, and progress on the job, define and discuss factors affecting job success. Answers or discussions must be in accordance with teacher-provided information and directions.

ENABLING OBJECTIVES

Identify qualities for job success.

ACTIVITIES

1. Define key terms associated with job success.
2. Discuss major reasons people are fired from their jobs.
3. Identify and discuss traits that make one either delightful or irritating to work with.
4. Identify and discuss elements employers consider when deciding who to promote.
5. Discuss ways good and poor attitudes show through on the job.
6. Discuss steps one can take to advance on the job.
7. Discuss the importance of good grooming on the job, and evaluate personal grooming habits.
8. Identify special arrangements a working parent may need to make to meet both home and job responsibilities, such as child care or flexible hours.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co.
Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Careers in Home Economics

PERFORMANCE OBJECTIVE

Given resources and other pertinent information, prepare a "Career Book" after having chosen a home economics career.

ENABLING OBJECTIVES

Explore careers in home economics.

ACTIVITIES

1. Describe four areas in which workers who deal with families and children provide help or care.
2. What two basic goals are common to most of the careers that involve families and children?
3. List and explain skills necessary for success as a manager.
4. What kinds of businesses and organizations need managers? Why?
5. In what ways do different jobs in the field of consumerism protect the rights of consumers?
6. List five careers in housing and explain the function of each.
7. What interests, skills, and/or education are helpful in each of the careers.
8. Describe some of the careers available to people who are interested in working in nutrition.
9. What kind of training is necessary for a job as a production worker in a food-processing plant. for a job as a food technologist?
10. Describe some of the most important careers in the food distribution industry. What do the people who have these jobs do?
11. Describe some jobs in the food preparation and service industry that do not involve preparing or serving food.
12. Compare the duties of a counter person, a dining room attendant, and a waitress.
13. List the different kinds of jobs available in the retail clothing industry.
14. Explain the tasks involved in working at three different jobs in the field.
15. List four different areas in the clothing care and recycling field.
16. Explain the kinds of skills and education that workers in these jobs need.

RESOURCES

NOTES

TASK/COMPETENCY

Successful Work Attitudes and Behaviors

PERFORMANCE OBJECTIVE

Given ten written situations related to work attitudes, discriminate between the appropriate and inappropriate work attitudes with 80% percent accuracy.

ENABLING OBJECTIVES

Describe employer and employee job responsibilities.
List the attitudes and behaviors expected on the job.
Explain how an employer's management style affects his or her expectations.

ACTIVITIES

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co., 1989, refer to chapter 10
Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co., 1986, refer to chapter 6

NOTES

TASK/COMPETENCY

Successful Work Attitudes and Behaviors

PERFORMANCE OBJECTIVE

Given ten written situations related to work attitudes, discriminate between the appropriate and inappropriate work attitudes with 80% accuracy.

ENABLING OBJECTIVES

Describe employer and employee job responsibilities.

ACTIVITIES

1. Introduce the subject with the following questions:
 - a. If you are an employee at Sears or some other company, what would you expect from the company in return for your work?
 - b. If you were an employer and hired workers, what would you expect them to do for your company.
2. Explain that there are two sides to the employee-employer relationship. Each side has certain responsibilities in order for the work to be performed. Using AV-1 and AV-2, discuss the responsibilities.
3. Invite an employer to visit the class and speak about employer and employee responsibilities in the company. Ask the speaker to explain why these responsibilities are important to the company.
4. Invite a young, full time worker to visit the class and explain what his or her responsibilities are to the company. Ask the speaker to explain why these responsibilities are important to the company.
5. Distribute the case problem on the Student Worksheet. The students may complete this activity in pairs or in small groups. Have selected students present their groups solution to the class for discussion.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd Edition, Mission Hills, CA, Glencoe Publishing Co., 1989, refer to chapter 10
Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th Edition, Encino, CA, Glencoe Publishing Co., 1986, refer to chapter 6

NOTES

TASK/COMPETENCY

Successful work attitudes and behaviors.

PERFORMANCE OBJECTIVE

Given ten written situations related to work attitudes, discriminate between the appropriate and the inappropriate work attitudes with 80% accuracy.

ENABLING OBJECTIVES

Explain how an employer's management style affects his or her expectations.

ACTIVITIES

1. Explain that it is important for a new employee to understand how a supervision, boss, or employer manages employees so that the boss's expectations can be met. The following story may help illustrate the point.

Mr. Sanchez owns a small office cleaning company. He has been out inspecting offices in the Boston Building and finds that the Red Cross offices have not been cleaned as scheduled. He asks Fred, his cleaner in the building why the Red Cross offices have not been cleaned. Fred says, "Well, it seemed to me a better idea to clean the Weller office first". Wheeler always leaves early and I can get into it before I can the Red Cross offices. I will clean the Red Cross offices last". What do you think Mr. Sanchez' response will be?

- (a) "Fred, don't you ever change anything unless I tell you it is alright! I am the boss!".
- (b) "Fred, that is a good idea. Let's look at the rest of the cleaning schedule to see if there is a better way to schedule all the cleaning".
- (c) "Fred, it's your building to clean. Do it anyway you want".

Using A-1, A-2, and A-3, explain the three management styles.

2. Distribute student worksheet 1 and have students complete it. When they finish, have them compare answers.
3. Distribute student worksheet 2 and have the students complete the case problems. They may work individually, in pairs, or in small groups.

RESOURCES

NOTES

TASK/COMPETENCY

Successful work attitudes and behaviors.

PERFORMANCE OBJECTIVE

Given ten work situations on a written test, identify the necessary characteristics which will lead to promotion, advancement, or a raise with 80 percent accuracy.

ENABLING OBJECTIVES

List the factors that contribute to promotion, advancement, and raises.

ACTIVITIES

1. Have the students divide into groups of four or five students each. Ask them to pretend they are the owners of a small toy manufacturing company. Tell them to make a list of what they want their new workers to do before they can be promoted to a higher paying job. When they are through, prepare a class list of promotion criteria. Compare the class list to the one on AV-1.
2. Using AV-1, explain what it means to:
 - (a) Have a good work record
 - (b) Get along well with others
 - (c) Become a valuable worker
 - (d) Prepare for responsibility
3. Divide the students into pairs or small groups and have them complete student worksheet 1 and defend their choices to the class. Bring out the following points:
 - (a) Case 1 - Sue has been there the longest
 - (b) Case 2 - While Sal is the most productive and has been there 10 years, Henry gets along well with his co-workers and has prepared for the promotion
 - (c) Case 3 - As is often the case, both are good prospects. It could go to either person.
4. Distribute student worksheet 2 and have the students work in pairs or small groups to develop a solution. When they finish, discuss the fact that promotions, advancement and raises don't always go to the most deserving person. Point out that life is not always fair. While this situation is not typical, it can happen. The only thing Sid can do is to talk to his supervisor and hope that the position will open again, or look for a manager's job with another company.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co.
Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Successful Work Attitudes and Behaviors

PERFORMANCE OBJECTIVE

Given ten written situations related to work attitudes, discriminate between the appropriate and inappropriate work attitudes with 80% accuracy.

ENABLING OBJECTIVES

List the attitudes and behaviors expected on the job.

ACTIVITIES

1. Using AV-1, explain what attitude is and why the right (positive) attitude is important for an employee. Point out that a person with a good attitude is willing to work, willing to learn the job, and takes the job seriously. Distribute student worksheet 1 and have the students complete it. They may work individually, in pairs, or in small groups. Have selected students present and defend their answers.
2. Using AV-2, explain positive and negative attitudes. Point out that sometimes we all do some of the negative things, but not all the time. a person with a negative attitude will act negatively much more often than positively. Distribute student worksheet 2 and have students make a list of attitude traits they would like to see in a fellow worker. After the requirements have been completed, compile a list of the different traits on the chalkboard. Compare the list to the attitude traits listed on AV-2.
3. Pass out student worksheet 3 and have the student's identify the examples of positive and negative job attitudes. Review the answers with them after they complete the activity.
4. Explain employee behavior on the job. Point out that employees expect their employees to act certain ways. These behaviors usually result in more production for the company in a more enjoyable environment.
5. Ask the following questions:
 - (a) Do you think an employee needs to behave a certain way on the job?
 - (b) Do you expect a preacher or priest to behave a certain way in church? How should they behave?
 - (c) What behaviors should a salesman have on the job? What about a soldier or a sailor?
6. In pairs or small groups, ask the students to prepare a list of behaviors they would like to see in their workers if they were a boss. Have them present their list of expected behaviors to the rest of the class. Compare the class list to the list on AV-3.

7. Invite a local employer to visit the class and explain what job attitudes and behaviors his company expects of a new employee. Before the guest arrives, have the students prepare questions they would like to ask the guest.
8. Pass out student worksheet 4 and have the student complete it. Use the case problems to discuss behaviors expected by employers.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co.
Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Nutrition

PERFORMANCE OBJECTIVE

Given a menu or a list of foods and the necessary references, identify the key nutrients present in each food and indicate in writing how each nutrient functions in the body. Answers must be 80% accurate as verified by the instructor.

ENABLING OBJECTIVES

Identify nutrients and their sources.

ACTIVITIES

1. Identify personal likes and dislikes and record food intake for a week.
2. Define nutrient, vitamins, protein, fat, carbohydrate, and mineral.
3. Make a chart or a booklet to illustrate common food source for vitamin, protein, fat, carbohydrate, mineral, and water nutrients.
4. Identify and discuss the functions of nutrients in the body.
5. Determine recommended daily dietary nutrient allowances for infants, children, teenagers, adults and pregnant and lactating women.
6. Distinguish between natural and synthetic nutrients.
7. Identify functions of prescribed nutrients.

RESOURCES

Foster, Josephine, A., Ph.D., Hogan, M. Janice, Ph.D., Herring, Bettie M., Ph.D, Giesecking, Williams, Ph.D., Creative Living Basic Concepts in Home Economics, New York, New York, Butterick Publishing and Princeton, New Jersey Visual Education Corporation.

NOTES

TASK/COMPETENCY

Nutrition

PERFORMANCE OBJECTIVE

Given a monthly printed menu, identify the basic food group for each item on the menu. Answers must be 80% correct as verified by the instructor.

ENABLING OBJECTIVES

Identify basic food groups.

ACTIVITIES

1. Name the basic food groups and give examples of foods in each group.
2. Identify nutrients found in basic food groups.
3. Determine recommended daily nutritional allowance needs for pregnant teenagers and non-pregnant teenagers.
4. Evaluate sample menus in terms of suitability for a pregnant teenager.
5. List and discuss effects of malnutrition on a pregnant woman and baby.

RESOURCES

Cronan, Marion L. and Atwood, June C., First Foods, Peoria, IL, Charles A. Bennett Co., Inc.
Kowtaluk, Helen, Discovering Food, Peoria, IL, Bennett Publishing Co.

NOTES

TASK/COMPETENCY

Nutrition

PERFORMANCE OBJECTIVE

Given charts, pamphlets, or other references, identify common health problems for mother and child associated with an inadequate diet during pregnancy. Answers must be 80% correct as verified by the instructor.

ENABLING OBJECTIVES

Identify health problems associated with poor eating habits.

ACTIVITIES

1. Define vocabulary terms: anemia, supplement, mineral, malnourish folic acid, vitamin, iron, laxative, calcium, calorie, allergy, and lactose intolerance.
2. List food groups and specific foods that should be included in a daily diet for pregnant teens.
3. Identify and discuss health problems that can occur for both mother and child, as a result of an inadequate prenatal diet.
4. List problems that can occur from being overweight or underweight during pregnancy.
5. List foods and nutrients that can affect the condition of hair, skin, teeth, and eyes.

RESOURCES

Cronan, Marion L. and Atwood, June C., First Foods, Peoria, IL, Charles A. Bennett Co., Inc.
Kowtaluk, Helen, Discovering Food, Peoria, IL, Bennett Publishing Co.

NOTES

TASK/COMPETENCY

Nutrition

PERFORMANCE OBJECTIVE

Given references and a list of foods, plan a week's menu to meet the needs of the expectant mother. Each daily menu plan, including snacks, must include the recommended daily allowance for each of the basic food groups and must be nutritionally adequate.

ENABLING OBJECTIVES

Plan nutritionally balanced meals and snacks.

ACTIVITIES

1. Review recommended daily nutrient requirements of a pregnant woman.
2. Identify some personal normal food preferences that do not meet nutritional requirements during pregnancy. Select food(s) that could be substituted to obtain a balanced diet for pregnancy.
3. Evaluate sample menus to determine their adequacy for pregnant women and suggest alternations when appropriate.
4. Compile a list of nutritious snacks.
5. List special dietary needs of women after pregnancy and identify dietary supplements needed by nursing mothers.

RESOURCES

Cronan, Marion L. and Atwood, June C., First Foods, Peoria, IL, Charles A. Bennett Co., Inc.
Kowtaluk, Helen, Discovering Food, Peoria, IL, Bennett Publishing Co.

NOTES

TASK/COMPETENCY

Nutrition

PERFORMANCE OBJECTIVE

Given references, a list of foods, and restrictions such as low sodium, plan menus for three days to meet the nutritional needs of a pregnant teen with a weight problem. Foods selected must meet recommended daily allowances for each basic food group.

ENABLING OBJECTIVES

Plan a weight-control diet.

ACTIVITIES

1. Identify foods to avoid in order to control weight during pregnancy.
2. Identify nutritional foods to include in a weight-control diet.
3. List and discuss dangers of crash, fad, and one-food "diets".
4. Define vocabulary terms: adipose, diabetes, anorexia nervosa, bulimarexia, bulimia, bulimia nervosa, sodium and calories.
5. Investigate ways to season foods with lemon juice, onion, herbs, and spices, instead of salt, for a low-sodium diet.

RESOURCES

Foster, Josephine A., Ph.D., Hogan, M. Janice, Ph.D., Herring, Bettie M., Ph.D., Giesecking-Williams, Audrey G., Ph.D., Creative Living Basic Concepts in Home Economic, New York, NY, Butterick Publishing Co., Princeton, New Jersey, Visual Education Corp.

NOTES

TASK/COMPETENCY

Time and Money Management

PERFORMANCE OBJECTIVE

Given a personal calendar, plan ahead for each day, list what must be done, plan time for recreation, keep a reminder of dates for bill payments and appointments. The calendar must be accurate and should be followed as closely as possible and verified by instructor.

ENABLING OBJECTIVES

Evaluate the importance of using your time wisely and to manage it well.

ACTIVITIES

1. Have trainee keep a log of how she spends the day. Record time and activities.
2. Using those logs, have students determine how much time in a week they spend:
 1. here
 2. with friends
 3. at a job
 4. at school
 5. studying
 6. with their children
 7. with their family
 8. sleeping
 9. by themselves
3. Discuss such questions as:
 1. Do you have enough time for what you want to do?
 2. Do you like the way you are spending your time?
 3. What are your priorities for the day?
 4. How can you structure the day to meet these priorities?
 5. How can you handle all the stresses caused by the demands placed on you?
4. Using a calendar, write all the special things that you do on certain days. Also mark the calendar for paying bills, doctor's appointments, dentist appointments and all other appointments as well as other important dates that should be remembered.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Time and Money Management

PERFORMANCE OBJECTIVE

Given a personal income inventory sheet and a personal or sample employer's record of earnings and deductions, list known sources of personal income and determine estimated weekly, monthly, and yearly gross and net personal income. All calculations must be 100% accurate, and all estimates must be within 15% of instructor's estimates.

ENABLING OBJECTIVES

Identify resources and estimate income.

ACTIVITIES

1. Identify and discuss possible sources of personal income. Include wages, allowance, public assistance, and gifts.
2. Define vocabulary terms: gross income, variable income, FICA, withholding tax, fixed income, variable income, and fringe benefits.
3. List and discuss ways to obtain goods and services without money or at a reduced cost.

RESOURCES

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, 3rd edition, Mission Hills, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Time and Money Management

PERFORMANCE OBJECTIVE

Given a list of medical, clothing, furniture or other pregnancy related expenditures and the necessary community or other resources, list anticipated expenses during pregnancy. Each expense must be labeled as essential or nonessential, and an estimated cost must be listed for each type of expenditure. Items listed and labeled must be 90% correct as verified by the instructor.

ENABLING OBJECTIVES

Identify pregnancy-related expenditures and establish priorities.

ACTIVITIES

1. Define: obstetrical care, pediatrician, and layette.
2. Determine anticipated cost of a maternity wardrobe.
Distinguish between essential items and desirable items.
3. Estimate total prenatal and postnatal medical costs.
4. Estimate expenses for baby clothing, diapers and furniture during a baby's first three months.
5. Investigate costs of birth announcements, baby pictures, and accessories.

RESOURCES

NOTES

TASK/COMPETENCY

Time and Money Management

PERFORMANCE OBJECTIVE

Given a self-developed list of pregnancy related needs and the necessary resources and forms, analyze past monthly personal or family costs and anticipate average monthly expenses for the next three months. All essential pregnancy-related and all fixed costs must be included among the projected expenses.

ENABLING OBJECTIVES

Analyze and anticipate total expenses.

ACTIVITIES

1. Make a list of essential and desirable pregnancy-related expenditures.
2. Define and discuss fixed expenses. Include housing, taxes, utilities and home service, installment payments, insurance, education fees, transportation, personal allowance, subscriptions and other.
3. Define and discuss flexible expenses. Include food, clothing, household equipment, home improvement, household supplies, household help, gifts, transportation, contributions, health, personal care, entertainment, recreation, and miscellaneous.

RESOURCES

Craig, Hazel Thompson, Threshold to Adult Living, Peoria, IL, Charles A. Bennett Co., Inc.
Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Time and Money Management

PERFORMANCE OBJECTIVE

Given an estimated income, a list of priorities, and a list of anticipated financial needs, prepare a person budget for one month. The budget must include all essential and fixed expenses, and the total budgeted amount should not exceed estimated income.

ENABLING OBJECTIVES

Prepare a budget.

ACTIVITIES

1. List five reasons why an expectant mother or father should budget income.
2. Compile a list of local agencies and services that can offer budgeting advice.
3. Locate three different budget forms and select one to use in preparing a budget.

RESOURCES

Craig, Hazel Thompson, Thresholds, to Adult Living, Peoria, IL, Charles A. Bennett Co., Inc.
Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work, 4th edition, Encino, CA, Glencoe Publishing Co.

NOTES

TASK/COMPETENCY

Time and Money Management

PERFORMANCE OBJECTIVE

Given banking and credit information, identify five or more ways to pay for purchases, explain how each method works, and list the advantages and disadvantages of each method. Answers must be at least 80% complete and accurate, in accordance with teacher-provided information.

ENABLING OBJECTIVES

Identify ways to pay for purchases.

ACTIVITIES

1. Define vocabulary terms: charge account, installment buying, layaway, cash purchasing, money order, check, credit card, revolving charge, and retail store credit.
2. Demonstrate how to complete sample retail credit and charge card application forms.
3. Identify and discuss ways to buy on credit, and list advantages and disadvantages of each method.
4. Use a simulated checking account to role play making purchases and paying by check. Keep records and balance accounts.
5. Tell where and how to obtain a money order. Cite advantages and disadvantages of using money orders to pay for purchases.
6. List reasons some people do or do not use a bank and checking accounts.
7. Investigate check-cashing policies in selected local super-markets, department stores, or retail outlets.

RESOURCES

NOTES

TASK/COMPETENCY

Working Parent

PERFORMANCE OBJECTIVE

ENABLING OBJECTIVES

Identify and discuss possible areas of conflict for a working woman.

ACTIVITIES

1. Discuss the fact that traditionally, men have been seen as the bread-winner and the women as homemakers. Although this has been changing, many women find it hard to manage work outside the home.
2. Identify and discuss several areas that are troublesome to working mothers.

Managing Home Responsibility and Work

List what has to be done a home. Who will do it? What kind of time does it take? How can you fit in home responsibilities with those at work? What systems can you develop to keep yourself organized and on time? What time will you have to get up to be on schedule?

Coping with Negative Attitudes About Working Mothers

Among those close to you, have these attitudes? How do such ideas make you feel? Who can you talk to about your feelings? What can you do to help others see your point of view?

Arranging Child Care

What kind of care do you want? What is available? What do babies need? What do toddlers need? What do pre-school children need? What will good care cost? Can you afford it?

Avoiding "Sexual Harassment"

What does this term mean? What can a woman do to avoid being labeled "provocative"? What happens if a co-worker or supervisor "comes on" to you? Should you become sexually involved with someone at work? If male co-workers tease you with sexual remarks and jokes, what can you do to discourage them? What can you do if you feel sexually threatened by a fellow worker?

Being Assertive

What does assertiveness mean? Why is it difficult for women? Why is it necessary for a worker? Think of situations in which you may have to be assertive.

RESOURCES

NOTES

TASK/COMPETENCY

Working Parent

PERFORMANCE OBJECTIVE

ENABLING OBJECTIVES

Identify ways to properly manage both the home and work.

ACTIVITIES

1. Discuss the difficulty involved in being a good parent and a good employee.
2. Interview a working mother who has successfully been able to manage home and work and be able to report to the class on your findings.
3. Identify and discuss ways to help manage:
 1. Be well organized.
 2. Have a support network of family and friends who can help to solve problems and cope with stress.
 3. Establish conditions under which one can function effectively and happily.
 4. Discuss the value of making a "To Do" list.

RESOURCES

NOTES

TASK/COMPETENCY

Working Parent

PERFORMANCE OBJECTIVE

Given references, state and local guides, or other information pertinent to choosing an infant care provider or facility, list five or more standards that all child care facilities and providers should meet. The standards must be listed or compiled in accordance with instructor's directions.

ENABLING OBJECTIVES

Evaluate infant care services.

ACTIVITIES

1. Define vocabulary terms: care provider, certification, sanitation, competent, incompetent, safe environment, child centered, one-to-one attention, nurturing, social interaction, consistency, neglect, abuse, and referrals.
2. Discuss characteristics of competent and incompetent care providers.
3. Review the safety requirements for infant's environment.
4. Discuss how knowledge of child development patterns would be helpful to a parent or care provider.
5. List four ways a parent or care provider might abuse a child.
6. Locate the telephone number for "Information and Referral" or of a local agency that offers child-abuse counseling.
7. Add information on infant care services to community resources list.

RESOURCES

NOTES